

READING ACTIVITIES

Book Two



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*Maintenance and Functional Exercises
for use with*

THE LAIDLAW BASIC READERS

Library Edmonton Normal School

TO THE TEACHER: This book contains a wide variety of reading activities, closely correlated with THE LAIDLAW BASIC BOOK TWO, and carefully planned for the accomplishment of the following purposes:

1. To provide drill in recognition and comprehension of words, phrases, and sentences.
2. To provide additional reading units, using the same vocabulary as that in the basic text.
3. To provide tests which the teacher may use in determining individual and group needs.
4. To provide interesting and enjoyable seatwork.
5. To encourage independent work.
6. To give practice in interpreting and following directions.
7. To promote ability to read and understand paragraph units.
8. To encourage correct pronunciation, enunciation, and articulation.
9. To give the child greater independence in vocabulary recognition.

The activities included here may be readily adapted to any plan of presentation which the experienced teacher prefers to use. For the convenience of the inexperienced teacher complete instructions for carrying out the activities are given at the top of each page.

When the children have completed an activity the teacher should collect the books and keep them until she is ready to begin the next activity.

On all pages on which the material is divided into two or more sections (for example, pages 3, 22, 47, and 60) the teacher is advised to treat each section as a separate lesson instead of presenting the entire page at once.

(To be used after page 11 of Book Two)

TO THE TEACHER: Have the children read silently the reading unit and the questions and answers. Have them mark out the incorrect answers. In checking later, have them read the page aloud and tell which answer is correct for each question.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.



Tommy and Father were in the garden. They were talking about tents.

“Would you like to stay all night in a tent?” asked Father.

“Yes,” said Tommy, “but where could we get a tent?”

“From Mr. Hill,” said Father.

Where were Father and Tommy?

in the house in the tent in the garden

What were they talking about?

gardens tents tubs

Where could they get a tent?

from Father from Tommy from Mr. Hill

TO THE TEACHER: In Section 1, have the children read silently the first word or phrase in each line and, in the same line, have them find another word or phrase that means the same, or nearly the same. Have them put a ring around the word or phrase that does not belong. In checking later, have them read the section aloud and tell which words and phrases mean the same thing.

Have them read Section 2 silently and mark out the incorrect answers. In checking later, have them read the section aloud, telling which answers are correct.

- 1 -

always

sometimes

all the time

talking

saying something

keeping still

right away

at once

at night

- 2 -

Who were going to stay all night in a tent?

Father and Mother
Father and Tommy
Tommy and Mr. Hill

How long were they going to stay in the tent?

all night
all week
a minute

Who was Mr. Hill?

Father's brother
Tommy's father
Father's friend

Who had a tent?

Mr. Bill
Mother
Mr. Hill

TO THE TEACHER: Have the children read Section 1 silently and indicate whether each statement is true or false by crossing out *No* or *Yes*. In checking later, have them read the section aloud and tell whether each statement is true or false.

Have them read Section 2 silently and follow the directions given there. In checking later, have them read the section aloud and tell what things were put into the suitcase.

- 1 -

Tommy and his father were good friends.	Yes	No
---	-----	----

Tommy and his mother and father always lived in a tent.	Yes	No
---	-----	----

Mother put bread, butter, bacon, and eggs into the box.	Yes	No
---	-----	----

Mother wanted Father and Tommy to have a good time.	Yes	No
---	-----	----

- 2 -

Here are the names of some things that you read about in the story. Make an **X** by the things that Tommy's mother put into the suitcase.

_____ some soap	_____ a suitcase
_____ two towels	_____ two combs
_____ two toothbrushes	_____ a garden
_____ a tent	_____ some pajamas

TO THE TEACHER: In Section 1, have the children say quietly to themselves the two words in each group. Tell them that if the two words rhyme, they are to draw a ring around them. Instruct them not to mark at all the words which do not rhyme. In checking later, have the children say the words aloud and tell which ones rhyme.

Have the children read silently all the words in Section 2 and write those that begin with *t* under *t*, those that begin with *b* under *b*. In checking later, have them read each word aloud and tell under which letter it belongs.

- 1 -

side
wide

walk
talk

went
tent

soap
side

head
bread

right
night

does
can

may
way

- 2 -

tent
butter
talk

bacon
Tommy
bread

box
toothbrush
time

towel
black
by

t

b

TO THE TEACHER: Have the children read the phrases silently and write the ones that tell *where* under the word **Where** and those that tell *when* under the word **When**. In checking later, have them read each phrase aloud and indicate whether it tells *when* or *where*.

in a field of daisies
near the spring
after supper
at night
in the pan

in the morning
in front of the tent
one day
on the ground
before very long

Where

1. _____

2. _____

3. _____

4. _____

5. _____

When

1. _____

2. _____

3. _____

4. _____

5. _____

(To be used after page 22 of Book Two)

TO THE TEACHER: In Section 1, have the children say quietly to themselves the two words in each group. Tell them that if the two words rhyme they are to draw a ring around them. Instruct them not to mark at all the words which do not rhyme. In checking later, have the children say the words aloud and tell which ones rhyme.

Have the children read Section 2 silently and follow the directions given there. In checking later, have them read the section aloud and tell which things Tommy did.

Have them read Section 3 silently and write beside each contraction the two words corresponding to it. In checking later, have them read the section aloud and tell what two words correspond to each contraction.

- 1 -

look
cook

life
field

talk
such

think
drink

thing
spring

tickled
teeth

dog
frog

tail
pail

- 2 -

Put an **X** in front of each thing that Tommy did.

- _____ ate bacon and eggs for supper
- _____ went to get a pail of water
- _____ danced in the breeze
- _____ lay on the ground to drink from the spring
- _____ sat by the fire and talked with Father
- _____ helped put blankets on the beds
- _____ said, "It isn't a trunk"

- 3 -

I am you will did not is not

didn't _____

isn't _____

I'm _____

you'll _____

(To be used after page 26 of Book Two)

TO THE TEACHER: Have the children read each paragraph silently and carry out the instructions given there. In checking later, have them read each paragraph aloud and tell what they have drawn.

Tommy heard something going pittery, pattery on the sides of the tent. Draw a picture to show what it was.

Tommy saw something dancing in the breeze. Draw a picture to show what he saw.

TO THE TEACHER: Have the children read silently the reading unit and the questions and answers. Have them mark out the incorrect answers. In checking later, have them read the page aloud and tell which answer is correct for each question.

Early one morning Tommy's mother called, "Get up, Tommy! Breakfast will be ready soon. And Father wants to start right after breakfast."

"Start where?" asked Tommy.

"To the country," said his mother. "You and Father and I are going out to Mr. Hill's farm."

Tommy hopped out of bed very quickly. "I was so sleepy that I had forgotten," he said. "But I will be ready in a minute, Mother."

Tommy always liked to go to the country. And best of all he liked to go to Mr. Hill's farm.

Who woke Tommy up early one morning?

Mother Mr. Hill Father

Where were Mother, Father, and Tommy going?

home to the country for a walk

When did Father want to start?

after dinner after supper after breakfast

Where did Tommy like to go best of all?

to sleep to the garden to Mr. Hill's farm

(To be used after page 29 of Book Two)

TO THE TEACHER: Have the children read the page silently and carry out the instructions given. Later have them read the page aloud and check to see whether they have followed instructions.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.



Color Clown Peter's clothes. Make one leg of his overalls one color. Make the other leg another color. Color the hen and the pig, too.

TO THE TEACHER: Have the children read each riddle silently and mark out the incorrect answers. In checking later, have them read all the riddles aloud and tell which answer is correct for each one.

He was in a circus.

Peter Rabbit

He was dressed in funny clothes.

Clown Peter

Who was he?

Tommy

It was soft.

a pig

It had feathers in it.

a clown

What was it?

a pillow

He walked along beside Peter.

the pig

He drank all the milk.

the hen

Who was he?

the clown

It was in a bottle.

water

The pig drank it.

milk

What was it?

walk

TO THE TEACHER: Have the children read the page silently and carry out the directions given. In checking later, have them read the page aloud and tell the things Clown Peter did.

Put an **X** in front of each thing
that Clown Peter did in the story.

_____ put on a short little dress

_____ walked backward around the ring

_____ tickled the doll's feet

_____ drank a bottle of milk

_____ waved an umbrella at the people

_____ painted his nose red

_____ spanked the little pig

_____ stood on his head in a little wagon

_____ fell into a tub of water

_____ put a hen and a pig into his overalls

TO THE TEACHER: In Section 1, observing no set order, say all the words in the left-hand column in each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read all the words aloud.

Have the children read silently all the words in Section 2 and write under p those that begin with p, and under d those that begin with d. In checking later, have them read each word aloud and tell under which letter it belongs.

- 1 -

these
that
there
then

there
that
these
then

behind
bottle
beside
because

behind
because
bottle
beside

- 2 -

picture
drink
pillow
danced
does

Peter
pan
drank
pail
draw

p

d

TO THE TEACHER: All the words on this page are words which the children have met previously in their Basic Book Two or in earlier books of the series. They are words containing vowel sounds which are frequently mispronounced or carelessly enunciated. Pronounce all the words in each group to the children, being sure that you give good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant. Then have the children take turns saying all the words in a group. Keep the drill pleasant, but hold the children to accurate pronunciation of all words. You may wish to return to this page from time to time for further practice.

very
for
last
took
down

really
new
of
laugh
your

get
frog
eggs
heard
pretty

brown
poor
our
before
shall

room
now
was
leg
around

if
grass
put
sit
such

about
behind
dance
because
fire

fast
far
on
soft
out

surprise
after
many
from
water

ask
can
dog
clown
instead

pulled
shook
bath
have
like

rabbit
uncle
beside
could
are

TO THE TEACHER: Have the children read the page silently and indicate whether each statement is true or false by crossing out *No* or *Yes*. In checking later, have them read the page aloud and tell whether each statement is true.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Micky Long Tail was a monkey.	Yes	No
-------------------------------	-----	----

Micky Long Tail lived in a coconut.	Yes	No
--	-----	----

Micky lived in a circus cage.	Yes	No
-------------------------------	-----	----

Monkeys can swing by their tails.	Yes	No
-----------------------------------	-----	----

Many monkeys lived in the land of the palm trees.	Yes	No
--	-----	----

Micky wanted to go back to his old home again.	Yes	No
---	-----	----

Micky had forgotten all about his old home.	Yes	No
--	-----	----

Micky opened the cage door.	Yes	No
-----------------------------	-----	----

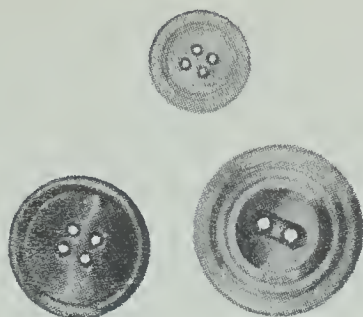
Micky tried to open the cage door.	Yes	No
------------------------------------	-----	----

The land of the palm trees was very far away.	Yes	No
--	-----	----

TO THE TEACHER: In Section 1, have the children read silently the words under each picture and mark out the ones which do not correspond to the picture. In checking later, have them tell which word matches the picture.

Have them read silently each incomplete sentence in Section 2 and mark out the words or phrases which are incorrect endings. In checking later, have them read the section aloud and tell which word or phrase is the right ending for each sentence.

- 1 -



money
monkey
master

breakfast
bottle
buttons

cap
coat
cat

- 2 -

Micky grew
very sad. very old. very hungry.

Micky's master was
homesick. kind. funny.

Micky's new master was
an old man. an organ-man. a clown.

The organ-man gave Micky
a coconut. a coat and cap. a circus.

TO THE TEACHER: Have the children read silently each sentence on the page and mark out the name which does not correspond to it. In checking later, have them read each sentence aloud and tell which name is correct.

Most of the time he was a good donkey.	Micky Moses
--	----------------

He pulled the donkey's tail.	Micky Moses
------------------------------	----------------

He kicked the monkey.	Micky Moses
-----------------------	----------------

He was sorry for the monkey.	Micky Moses
------------------------------	----------------

He pulled the organ down the street.	Micky Moses
--------------------------------------	----------------

He had a quarrel with the monkey.	Micky Moses
-----------------------------------	----------------

Sometimes he was sad and homesick.	Micky Moses
------------------------------------	----------------

He helped his master pick up money.	Micky Moses
-------------------------------------	----------------

TO THE TEACHER: Have the children read silently each of the words in the left-hand column in Section 1, and on the line beside it write a word which rhymes with it. Tell them to choose their rhyming words from the words listed at the right. In checking later, have them read aloud each word in the left-hand column and tell what they have written beside it.

In Section 2, observing no set order, say all the words in the left-hand column in each box, having the children point to each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read all the words aloud.

- 1 -

blew_____

cap

tap_____

knew

find_____

sad

stand_____

kind

had_____

land

- 2 -

against

again

strange

stick

always

always

stick

strange

around

around

story

organ

again

against

organ

story

(To be used after page 49 of Book Two)

TO THE TEACHER: Have the children read silently all the words in Section 1. Instruct them to write under **s** those that begin with *s*, under **m** those that begin with *m*. In checking later, have them read each word aloud and tell under which letter it belongs.

Have them read Section 2 silently and draw a line from each incomplete sentence on the left to the part on the right which completes it. In checking later, have them read the section aloud.

- 1 -

summer

monkey

morning

money

strange

sad

much

sorry

saved

master

s

m

- 2 -

In summer the days are
Micky and Moses liked
The car was coming very
Micky pulled

the baby.
warm.
fast.
the reins.

TO THE TEACHER: Have the children read the page silently and put an X in front of the correct answer to each question. In checking later, have them read the page aloud and tell which answer is correct for each question.

Why was the organ-man happy?

- ___ Because Micky saved the baby.
- ___ Because he had so much money.
- ___ Because Micky ran away.

Where did the organ-man send Micky?

- ___ He sent him to the circus.
- ___ He sent him back to his old home.
- ___ He sent him to the farm.

Why was Micky happy?

- ___ Because he liked to be in a cage.
- ___ Because he pulled the donkey's tail.
- ___ Because he was where he belonged.

Where did Micky stay the rest of his life?

- ___ He stayed in the land of the palm trees.
- ___ He stayed in a circus cage.
- ___ He stayed with the organ-man.

TO THE TEACHER: Have the children read silently each incomplete sentence on the page and cross out the incorrect endings. In checking later, have them read the page aloud and tell which word or phrase is the right ending for each sentence.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Wags was

a baby.
a puppy.
a penny.

Wags belonged to

Mr. and Mrs. Hill.
the teacher.
Mr. and Mrs. Miller.

Mr. and Mrs. Miller lived

in the school.
near the school.
in a tent.

Wags thought he was

dancing.
reading.
singing.

The children at school had a

pillow.
palm tree.
program.

Wags was keeping time with his

head.
tail.
pail.

TO THE TEACHER: Have the children read Section 1 silently and carry out the directions given. In checking later, have them read the section aloud and tell the things Wags did.
In Section 2, observing no set order, say all the words in the left-hand column in each box, having children point to each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read all the words aloud.

- 1 -

Put an **X** in front of each thing that
Wags did.

- _____ He wagged his tail even when he was asleep
- _____ He read a book.
- _____ He followed the children to school.
- _____ He tried to sing.
- _____ He put his nose against the window.
- _____ He laughed at the children.
- _____ He made a queer noise.

- 2 -

happen	hopping
happy	happen
hopping	happy
even	evening
evening	even

began	teacher
because	because
teacher	began
bacon	button
button	bacon

(To be used after page 60 of Book Two)

TO THE TEACHER: Have the children read silently each word in Section 1. Beside each word, have them write the same word with *ing* added to it. In checking later, have them read each word aloud and tell what they have written.

In Section 2, have the children read silently the first word in each line, and, in the same line, have them find another word or phrase that means the same, or almost the same. Have them put a ring around the word or phrase that does not belong. In checking later, have them read the section aloud and tell which words and phrases mean the same thing.

Have the children say quietly to themselves all the words in each group in Section 3. Have them put a ring around each group of words that rhyme. Tell them not to mark at all those that do not rhyme. In checking later, have them say the words aloud and tell which ones rhyme.

- 1 -

call_____

follow_____

wait_____

laugh_____

look_____

keep_____

- 2 -

short

not long

very long

near

far

not far

queer

strange

pretty

- 3 -

tell

ring

find

sent

well

sing

kind

was

fell

thing

behind

they

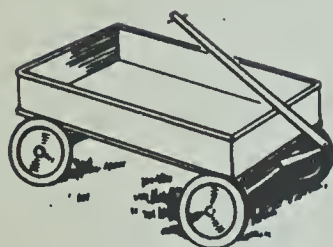
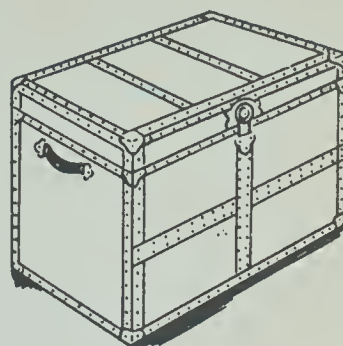
(To be used after page 66 of Book Two)

TO THE TEACHER: Have the children read the words silently and draw a line from each one to the picture that it names. In checking later, have them read the words aloud and tell which picture each word names.

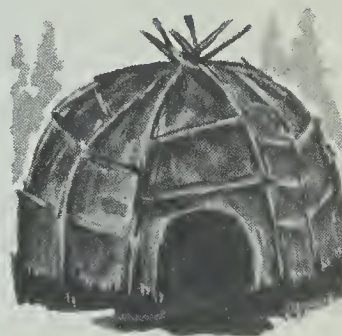
In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level are built largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.



tracks
trunk



wigwam
wagon



bow
boy



arrows
woods



TO THE TEACHER: Have the children read the page silently and mark out the incorrect answer. In checking later, have them read the page aloud and tell which answer is correct for each question.

What was the little Indian boy's name?

Little Bear Little Boy Little Bow

Where did the little Indian boy live?

in the water in a wigwam in a wagon

What did Little Bow want to be?

a great hunter a clown a panther

Where did Little Bow go one day?

to the circus to school into the woods

What did Little Bow take with him?

a bear a wigwam bow and arrows

What did Little Bow want to kill?

a book a bee a bear

What was Sharp Claws?

a horse a donkey a panther

How did Long Bow kill the panther?

with a stone with an arrow with his claws

Who must not go into the woods alone?

Little Bow Long Bow the panther

What kind of eyes had Little Bow?

sharp eyes short eyes shut eyes

TO THE TEACHER: The purpose of Section 1 is to give the children practice in varying their tone, volume, and tempo to suit the ideas which they are saying or reading. Have them read each sentence, and, by appropriate questions and suggestions, encourage them to interpret the mood expressed by it.

The purpose of Section 2 is to give the children practice with the proper pronunciation, enunciation, and articulation of final *ing* and *ow* and the *nk* sound. Pronounce all the words in each group to the children, being sure that you give them good speech patterns. Then have the children take turns saying the words. You may wish to return to this page from time to time for further practice.

- 1 -

Micky was sad and homesick.

The breeze was singing a happy song.

The big car was coming right at the baby!

It was fun to swing in the palm trees.

Wags ran and played with the children.

Little Bow walked very softly.

The panther was right behind Little Bow.

- 2 -

swinging	eating	yellow	think
singing	working	window	trunk
going	telling	pillow	drink
blowing	looking	arrow	monkey
talking	waving	follow	donkey

TO THE TEACHER: Have the children read silently each incomplete sentence on the page and mark out the incorrect endings. In checking later, have them read the page aloud and tell which word or phrase is the right ending for each sentence.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Johnny went on a visit to

Iceland.

the farm.

Jingleland.

Bingle Brand's voice was

sad.

jolly.

sharp.

Johnny's mother was in

the yard.

England.

the kitchen.

Johnny tried to find Jingleland

on his globe.

in his book.

in the fire.

Bingle Bingle Brand was

tiny.

big.

sorry.

(To be used after page 77 of Book Two)

TO THE TEACHER: Observing no set order, pronounce all the words in the left-hand column in each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read all the words aloud.

place	play
please	place
play	please
pillow	pillow

happen	happen
wonder	hunter
window	window
hunter	wonder

nose	most
new	nose
nice	new
most	nice

ice	air
air	are
are	ice
car	car

yard	give
your	save
give	yard
save	your

alone	along
along	always
always	away
away	alone

TO THE TEACHER: In Section 1, have the children read silently the first word in each line, and, in the same line, have them find another word or phrase that has the same meaning. Have them put a ring around the word or phrase that does not belong. In checking later, have them read the section aloud and tell which words and phrases mean the same thing.

Have the children read Section 2 silently and put an X in front of the correct answer to each question. In checking later, have them read Section 2 aloud and tell which answer is correct for each question.

- 1 -

we're

we are

were

didn't

did

did not

tiny

very little

very big

isn't

is not

is

- 2 -

How did the people in Jingleland talk?

___ They talked very softly.

___ They always talked in rhyme.

___ They talked very fast.

What did the tiny people do as Johnny went by?

___ They bowed to him.

___ They ran away from him.

___ They brought flowers to him.

Who lived in the palace?

___ Johnny lived in the palace.

___ The king lived in the palace.

___ Bingle Brand lived in the palace.

TO THE TEACHER: Have the children read Section 1 silently and follow the directions given. In checking later, have them read the page aloud and tell the things Johnny saw. Have the children say quietly to themselves the two words in each group in Section 2. Have them mark a ring around each pair of words that rhyme. Tell them not to mark at all those that do not rhyme. In checking later, have them say the words aloud and tell which ones rhyme.

- 1 -

Put an **X** in front of the things that
Johnny saw in the strange little city.

- _____ jolly little people
- _____ pink and blue and yellow houses
- _____ snow and ice
- _____ green trees
- _____ little men
- _____ pretty flowers
- _____ a globe
- _____ little women
- _____ a panther
- _____ Johnny's mother

- 2 -

meet	today	glad	think
street	way	had	put

(To be used after page 84 of Book Two)

TO THE TEACHER: Have the children read the page silently and carry out the instructions given. Later have them read the page aloud and check to see whether they have followed instructions.



Here is a picture for you to color.
It is a picture of the boy that Johnny
and Bingle saw at the palace.

Color his hair and his suit. Color
the buttons on his suit, too. Be sure
to make everything the right color.
Read the story in your book again to
find what the right colors are.

TO THE TEACHER: Observing no set order, pronounce all the words in the left-hand column in each having the children point to each word as you say it. Then have them read silently each word in left-hand column and draw a line from it to the matching word in the right-hand column. In checking, have them read all the words aloud.

dear	door	maybe	master
door	dear	much	may
sure	sure	may	much
suit	suit	master	maybe
arrived	against	or	are
arrow	around	on	on
against	arrived	are	or
around	arrow	car	car
wearing	wearing	rhyme	palace
wanting	women	room	panther
women	wanting	palace	rhyme
wonder	wonder	panther	room

TO THE TEACHER: Have the children read silently each word in Section 1 and draw a ring around one or more little words which they find in it; for example beside. In checking later, have them read each word aloud and tell what little word or words they have found in it.

In Section 2, have them read each contraction in the left-hand column and beside it write the two words which correspond to it. Tell them that they will find the words they are to write, in the right-hand column. In checking later, have them read each contraction aloud and the words which they have written beside it.

- 1 -

beside	another	wanted
sometime	anything	wearing
arrived	eating	sleeping
today	everything	maybe

- 2 -

don't	_____
we'll	_____
I'm	_____
we're	_____
didn't	_____

we will
we are
do not
I am
did not

TO THE TEACHER: Have the children read Section 1 silently and mark out the incorrect answers. In checking later, have them read the section aloud and tell which answer is correct for each question. In Section 2, observing no set order, pronounce all the words in the left-hand column in each box, and have the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read all the words aloud.

- 1 -

What was on the palace door?

a big paper a penny a little paper

Who had a fever?

the king the doctor the princess

- 2 -

silver

lived

enough

enough

lived

silver

evening

anything

softly

sister

anything

evening

sister

softly

every

every

hundred

homesick

drive

down

happened

hundred

down

drank

hungry

happened

drank

drive

homesick

hungry

draw

draw

TO THE TEACHER: Have the children read the page silently and put an X in front of the correct answer to each question. In checking later, have them read the page aloud and tell which answer is correct for each question.

What did Bingle and Johnny tell the tiny people?

- ☐ That Johnny was sick.
- ☐ That the princess was sick.
- ☐ That the king had gone away.

Why were the little people sad?

- ☐ Because they could not write.
- ☐ Because they were sick.
- ☐ Because Princess Alice was sick.

What did the little people do?

- ☐ They sent a letter to Johnny.
- ☐ They sent a letter to the princess.
- ☐ They broke into the palace.

What did the little people hope?

- ☐ That the princess would get well.
- ☐ That Johnny would go home.
- ☐ That the king would get sick.

TO THE TEACHER: Have the children read Section 1 silently and mark out the incorrect answers. Checking later, have them read the section aloud and tell which answer is correct for each question. Have the children read Section 2 silently and follow the directions given there. In checking later, have them read the section aloud, and on a clock drawn on the board have them indicate where the hands should be.

- 1 -

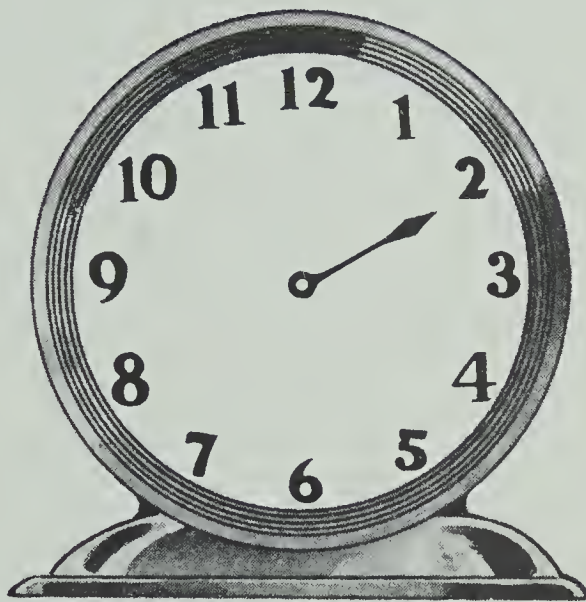
How many people could go at one time to see the princess?

five
twenty
two

At what time were the first twenty to come to the palace?

two o'clock
five o'clock
one o'clock

- 2 -



Here is a picture of a clock with only one hand. Draw the other hand on the clock. Place it so that the clock will tell when the first twenty were to arrive.

TO THE TEACHER: Have the children read Section 1 silently and carry out the directions given there. In checking later, have them read the section aloud and tell what the princess had been taking.

Have the children read silently the three words in each group in Section 2, observing that two of them rhyme. Have them put a ring around the word in each group which does not rhyme. In checking later, have them read the words aloud and tell which ones rhyme.

- 1 -

Here are the names of some things
you read about in the story. Read
them all and decide what ones tell
something that the princess had
been taking.

blackberry tea
too much pie
mumps

pink pills
bumps
white pills

On the following lines write the
names of the things the princess had
been taking.

- 2 -

mumps

hill

air

quick

hurry

pill

new

course

dumps

six

threw

sick

TO THE TEACHER: Have the children read the page silently and put an X in front of the correct answer to each question. In checking later, have them read the page aloud and tell which answer is correct for each question.

Who could give Princess Alice advice?

- ___ only people who had been sick themselves
- ___ only the royal doctors
- ___ only the king

What did Johnny want the princess to take?

- ___ a dose of blackberry tea
- ___ six yellow pills
- ___ a dose of castor oil

Who threw away the pills and the tea?

- ___ Johnny and Bingle Brand
- ___ the royal doctors
- ___ Princess Alice

TO THE TEACHER: Have the children read Section 1 silently and mark out the incorrect answers. In checking later, have them read the section aloud and tell which answer is correct for each question. Have the children read Section 2 silently and carry out the directions given there. In checking later, have them read the section aloud and tell what words they have written.

- 1 -

Who asked Johnny to come to a party?
Bingle Brand the king the princess

Where was the party?
in the kitchen at school at the palace

Who was the guest of honor?
Johnny Bingle Micky

- 2 -

Find a little word in each big word.
Write the little word on the line that
is beside the big word.

themselves_____

good-by_____

being_____

Jingleland_____

TO THE TEACHER: The purpose of this page is to give the children practice in accurate pronunciation, good articulation, and distinct enunciation, and to promote flexibility of the speech organs. Read each sentence to the children, being sure that you give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

Baby broke the big blue bowl.
Bob brought the brown book back.
Bing barked at the box.

The camel could not catch the cat.
The kitten came from the country.
The cap and coat were clean.

Dick decided to draw a dog.
The doctor didn't see the daisies.
The dog dropped the doll by the door.

Father found four flowers by the fence.
The fox frightened five fat frogs.
Four fine feathers fell into the fire.

Get the goats out of the garden.
Grandmother gave the girls a globe.
Good ground makes green grass grow.

TO THE TEACHER: Have the children read silently each incomplete sentence, and mark out the incorrect endings. In checking later, have them read the page aloud and tell which ending is correct for each sentence.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

The road was

wet.

dusty.

wide.

The man was taking his donkey

to the country.

to the wigwam.

to market.

The foolish man tried to please

his son.

everyone.

himself.

The man in the story needed

monkey.

money.

moon.

The man in the story was really

selfish.

lazy.

foolish.

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. checking later, have them read the page aloud and tell which words belong under r, and which under c.

Pick out the words that start with
r. Write them on the lines under the
letter r. Pick out the words that start
with c. Write them on the lines under
the letter c.

cap

country

car

cage

ring

ride

ready

road

clothes

rub

course

rhyme

royal

rest

cruel

cat

r

c

(To be used after page 111 of Book Two)

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell which sentences describe what they see in the picture.



Put an X in front of each line that tells about the picture.

- ___ The man and his son were both riding the donkey.
- ___ The three women were riding the donkey.
- ___ The man and his son met three women.
- ___ Only the man was riding.
- ___ The man and his son carried the donkey.

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. Checking later, have them read the page aloud and tell which things Auntie Katushka brought in her

In all lessons in which children read aloud or talk, see that they pronounce their words accurately clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Here are the names of some things
you read about in the story.

feather pillows	a green goose
a red shawl	the old country
poppy seeds	a feather bed
a baby	a little boy

Auntie Katushka brought some of
these things in her big bag. Write
the names of the things she brought.

TO THE TEACHER: Have the children read the page silently and indicate whether each statement true or false by crossing out *No* or *Yes*. In checking later, have them read each statement aloud and tell whether it is true or false.

Auntie Katushka made some
little cakes.

Yes No

Andrewshek bounced on top of
the feather bed.

Yes No

Auntie Katushka put the cakes
on the table to cool.

Yes No

Auntie Katushka wanted
Andrewshek to take a nap.

Yes No

Auntie Katushka hurried off to
market.

Yes No

Andrewshek was wearing the
red shawl.

Yes No

Auntie Katushka bounced up
and down on the feather bed.

Yes No

TO THE TEACHER: Have the children read Section 1 silently and carry out the instructions given here. In checking later, have them read the section aloud and tell which lines they have marked. In Section 2, observing no set order, say all the words in the left-hand column of each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

- 1 -

Put an **X** in front of the things
Andrewshek did in the story.

- ___ kept bouncing on the feather bed
- ___ went to market
- ___ opened the front door
- ___ gave cakes to the greedy goose

Put an **X** in front of the things that
the greedy green goose did.

- ___ wagged her head and scolded
- ___ ate so much that she burst
- ___ made some more little cakes
- ___ pulled at the fine feather bed

- 2 -

disappeared	disappointed
disappointed	disappeared
dreadful	decided
decided	dreadful

toward	tickled
today	twenty
twenty	today
tickled	toward

(To be used after page 125 of Book Two)

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell what they have drawn.

Draw a picture of a goose. Make her neck very long. Decide for yourself what colors you should make her feathers and her bill.

TO THE TEACHER: Have the children read Section 1 silently and carry out the directions given there. In checking later, have them read the section aloud and tell which words describe the cherries.

Have the children read silently the first word in each line in Section 2, and, in the same line, have them find another word or phrase that has the same, or almost the same, meaning. Have them draw a line around the word or phrase that does not belong. In checking later, have them read the words and phrases aloud and tell which ones mean the same thing.

Have the children read Section 3 silently and draw a line from each question to its answer. In checking later, have them read the section aloud and tell which answer is correct for each question.

- 1 -

Put an **X** in front of each word that tells what kind of cherries the new tree had.

___ juicy	___ ripe
___ large	___ little
___ red	___ sweet
___ green	___ beautiful

- 2 -

large	little	big
blossoms	flowers	cherries
again	first	another time
whole	all	some

- 3 -

What color are cherry blossoms?	green
What color are ripe cherries?	pink
What color is moss?	red

TO THE TEACHER: Have the children read silently each incomplete sentence in Section 1 and mark out the incorrect endings. In checking later, have them read the section aloud and tell which is the correct ending for each sentence.

In Section 2, have the children read all the words silently and list under each word in bold face the two words which rhyme with it. In checking later, have them read the words aloud, telling which one rhymes.

- 1 -

The farmer wanted to send the new cherries
to market. to the king. to the farm.

The farmer put the cherries
into a box. into a bag. into a basket.

He told his son to carry the basket
carefully. on his head. to the garden.

As the boy walked along, he grew
cross. tired. cold.

- 2 -

show

dear

get

set

grow

year

near

wet

blow

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. Checking later, have them read the page aloud and tell under which letter each word belongs.

Here are some words that you know. Pick out the words that start with j and write them on the lines under j. Pick out the words that start with l and write them under l. Write the words that start with qu under qu. Write the ones that start with y under y.

queer
yard
large
year

juicy
yourself
life
left

late
young
jolly
quick

qu

j

y

l

TO THE TEACHER: The purpose of this page is to give children practice in proper pronunciation, enunciation, and articulation. In Section 1 are words in the pronunciation of which children frequently omit, add, substitute, or transpose sounds. In Section 2 are words ending in sounds which children frequently omit or say incorrectly. Section 3 provides drill on initial blends which are sometimes troublesome. In each section pronounce all the words in each group, being sure to give good speech patterns. Then have the children take turns saying the words. You may wish to return to this page from time to time for further practice.

- 1 -

cruel	hundred	hungry	picture
umbrella	first	themselves	always
help	already	wash	little
panther	toward	flowers	work

- 2 -

old	with	friend	mouth
bath	teeth	climbed	something
across	told	once	kept

- 3 -

why	drink	white	cried
bread	front	that	street
spring	through	tried	great

TO THE TEACHER: Have the children read silently all the words in Section 1 and draw a line from each picture to the word it names. In checking later, have them read the words aloud and tell which picture names.

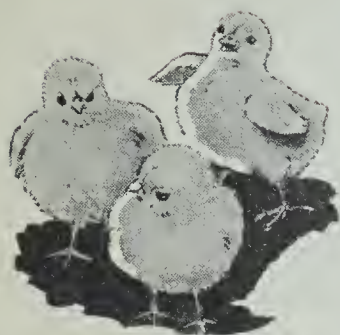
Have the children read Section 2 silently and mark out the incorrect answers. In checking later, have them read the section aloud and tell which is the correct answer to each question.

- 1 -



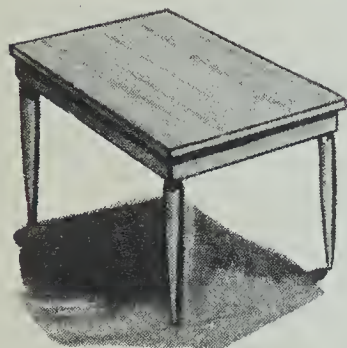
basket

bottle



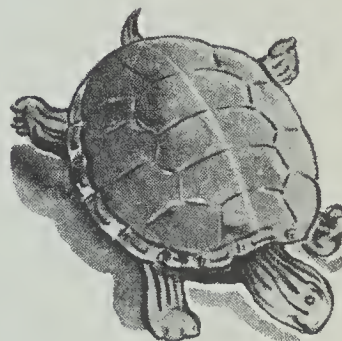
cherries

chickens



turtle

table



- 2 -

Who laid twenty eggs down by the river?

an old turtle an old hen an old robin

How did she cover the eggs?

with moss with mud with leaves

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell what words they have written.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

What words would be left if you took **ing** off each of these big words? Write them on the lines beside the big words.

happening_____

crawling_____

starting_____

hatching_____

drying_____

What big words can you make by putting **ing** on these little words? Write the big words on the lines beside the little words.

go_____

call_____

grow_____

eat_____

TO THE TEACHER: Have the children read silently the words in Section 1 and list them under **f words** or **s words**. In checking later, have them read each word aloud and tell in which group it belongs. Have them read the words and phrases in Section 2 and list each one under the proper heading. In checking later, have them read the words and phrases aloud and indicate whether they tell *where* or *how many*.

- 1 -

full
slipped

slow
family

felt
fault

seed
set

f words

s words

- 2 -

nineteen
on a log

ten
by the river

in the mud
twenty

Words that tell how many

Words that tell where

TO THE TEACHER: Have the children read Section 1 silently and put an X in front of the correct answer to each question. In checking later, have them read the section aloud and tell which answer is correct for each question.

Have them read Section 2 silently and carry out the directions given there. In checking later, have them read the section aloud and tell what they have written.

- 1 -

What did the old turtle want to find?

- ___ a family without a slow turtle in it
- ___ a family of slow turtles
- ___ a family of twenty turtles

Who stopped to see if he was hurt?

- ___ the big old turtle
- ___ one slow little turtle
- ___ a quick little turtle

Who said, "It's not my fault"?

- ___ the nineteen little turtles
- ___ the big old turtle
- ___ Slow Little Turtle

- 2 -

Write the little word that you find
in each big word.

youngest_____

fastest_____

oldest_____

slowest_____

TO THE TEACHER: Have the children read Section 1 silently and put an X in front of the correct answer to each question. In checking later, have them read the section aloud and tell which answer is correct for each question.

In Section 2, have the children read silently each contraction in the left-hand column in each box and draw a line from it to the words which mean the same thing. In checking later, have the children read each contraction aloud and tell what two words correspond to it.

- 1 -

What made the water splash?

- ___ Slow Little Turtle jumped into it.
- ___ A boy threw a stone into the water.
- ___ A boy slipped and fell into the water.

What did Slow Little Turtle do when the boy tapped on his shell?

- ___ He slipped out of the boy's hand.
- ___ He pulled his head and tail into his shell.
- ___ He jumped into the river with a splash.

What did one boy do to the turtle?

- ___ He took the turtle to school.
- ___ He cut his name on the turtle's shell.
- ___ He threw the turtle into the river.

- 2 -

I'll
we'll
isn't
it's

is not
I will
we will
it is

didn't
we're
I'm
don't

I am
do not
we are
did not

TO THE TEACHER: Have the children read the page silently and carry out the directions given there. In checking later, have them read the page aloud and tell what they have written.

What words would be left if you took **ed** off these big words? Write them on the lines beside the big words.

splashed_____

disappointed_____

disappeared_____

scolded_____

wondered_____

What words can you make by putting **ed** on these little words? Write them on the lines beside the little words.

pick_____

call_____

look_____

want_____

TO THE TEACHER: Have the children read silently each incomplete sentence, and mark out the incorrect ending. In checking later, have them read the page aloud and tell which ending is correct for each sentence.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, articulation, and articulation, and that your voice quality is pleasant.

This story tells about

snow.

rain.

This story happened

in the summer.

in the fall.

Johnny's house was

in a valley.

on a high hill.

Johnny and his mother stood

on the roof.

on the porch.

The rain clouds were

white.

gray.

Before the rain, Johnny felt

hot and dusty.

thirsty.

After the rain, Johnny was

cool and wet.

sad and tired.

The rain coming looked like

a gray curtain.

a waterfall.

There were millions

of puddles.

of raindrops.

On the back of Johnny's hat was

a big barn.

a big brim.

TO THE TEACHER: Have the children read the page silently and carry out the directions given there. In checking later, have them read the page aloud and tell what they have written.

Find two short words in each of these long words. Write the short words on the lines beside the long word.

treetop_____

raindrop_____

maybe_____

waterfall_____

raincoat_____

everything_____

beside_____

something_____

today_____

yourself_____

TO THE TEACHER: Have the children read Section 1 silently and indicate whether each statement is true or false by crossing out *No* or *Yes*. In checking later, have them read the section aloud and tell whether each statement is true or false.

Have them read silently each word in Section 2 and beside it write the little word which they get by leaving off the *ing*. In checking later, have them read the section aloud and tell what they have written.

- 1 -

Johnny's mother could smell the rain coming.	Yes	No
--	-----	----

As the rain came nearer, it made a louder sound.	Yes	No
--	-----	----

The raindrops made a drumming sound.	Yes	No
--------------------------------------	-----	----

Johnny liked the rain.	Yes	No
------------------------	-----	----

The rain made the air fresh and cool.	Yes	No
---------------------------------------	-----	----

Johnny's boots were black and shining.	Yes	No
--	-----	----

Johnny's mother waded in the puddles.	Yes	No
---------------------------------------	-----	----

Johnny waded in the puddles.	Yes	No
------------------------------	-----	----

- 2 -

swishing_____	rushing_____
---------------	--------------

slushing_____	splashing_____
---------------	----------------

TO THE TEACHER: Have the children read silently each word on the left in Section 1 and beside it write a word which rhymes with it. Tell them that they will find the words to write, in the list on the right. In checking later, have them read the section aloud and tell which words rhyme.

Have the children read Section 2 silently and draw a line from each incomplete sentence to the part which completes it. In checking later, have them read the section aloud and tell which ending is correct for each sentence.

Have the children read Section 3 silently and put an X in front of the correct answer to the question. In checking later, have them read the section aloud and tell which answer is correct.

- 1 -

car_____

bush_____

late_____

brim_____

gate

push

him

star

- 2 -

The mother horse was named	Little Star.
The colt was named	Dick's father.
The horses belonged to	Strawberry.

- 3 -

Why was Little Star a good name for the colt?

___ Because he was such a big colt.

___ Because he had a white star on his face.

___ Because he could trot very fast.

TO THE TEACHER: Read with the children the direction given below and guide them in finding in the first paragraph the sentence which does not belong there. Then have them proceed independently with the remaining paragraphs. In checking later, have them read each paragraph aloud and tell which sentence does not belong.

Cross out the part that does not belong.

Little Star was a fine young colt. Strawberry was his mother. They lived in a pasture. Strawberry and Little Star belonged to Dick's father. Little Turtle was worried.

The pony nibbled at everything that smelled good to eat. He nibbled some fresh green grass. Mother was busy in the house. He smelled the young leaves on an apple tree. He nibbled at them.

Little Star could hardly wait to see what was on the other side of the woods. So he trotted along faster than ever. Clown Peter had an umbrella above his head.

TO THE TEACHER: Have the children read Section 1 silently and draw a line from each incomplete sentence on the left to the part which completes it. In checking later, have them read the section aloud and tell which ending is correct for each sentence.

Have them read Section 2 silently and follow the directions given there. In checking later, have them read each paragraph aloud and tell which sentence does not belong.

- 1 -

The horse	crawled.
The bird	trotted.
The turtle	flew.

The horse	sang.
The dog	whinnied.
The bird	barked.

- 2 -

Cross out the part that does not belong.

Father came up from one of the fields where he had been plowing. He saw that the gate to the pasture was open. Judy guessed the riddle. He saw that Strawberry was alone in the pasture.

Strawberry seemed to know which way to go. She trotted down the dusty road toward the woods. She did not stop at all to nibble grass. The princess was wearing a silver dress.

(To be used after page 175 of Book Two)

TO THE TEACHER: Have the children read Section 1 silently and write each word under n or wh according to the way in which it begins. In checking later, have them read the words aloud and tell in which list each belongs.

Have them read silently the words in Section 2 and draw a line from each to the picture which it names. In checking later, have them read the words aloud and tell which picture each names.

- 1 -

nip
which

nineteen
why

nice
nap

whinnied
white

n

wh

- 2 -



barn
boots



gate
goat



TO THE TEACHER: The purpose of Section 1 is to give the children practice in varying their tone volume, and tempo to suit the ideas which they are saying or reading. Have them read each sentence and, by appropriate questions and suggestions, encourage them to interpret the mood expressed in it.

The purpose of Section 2 is to give the children practice in correct pronunciation, good articulation and distinct enunciation, and to promote flexibility of speech organs. Say each sentence to the children being sure to give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

- 1 -

Poor Little Turtle! He could not get away from the boys.

Little Turtle felt very, very tired and sleepy.

"How happy I am! This is just the family I have been looking for," said the old turtle.

Pitter, patter, pitter, patter sang the happy raindrops.

Father was worried about Little Star.

Oh, but it's fun to go wading out in the summer rain.

- 2 -

He hopped all the way home.

He had his hat on his head.

She had a hundred hens at home.

"Johnny Visits Jingleland" is a jolly story.

Jack and Judy jumped the rope.

Johnny ate just one juicy cherry.

TO THE TEACHER: Have the children read the page silently and put an X in front of the correct answer to each question. In checking later, have them read the page aloud and tell which answer is correct for each question.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

When did this story happen?

- ☐ one cold morning in winter
- ☐ one cold evening in winter
- ☐ one cold evening in summer

What did Dick wonder about?

- ☐ how wild animals live in summer
- ☐ how wild animals live in winter
- ☐ how farm animals live in winter

Which animals did Dick want to know about?

- ☐ brown horses
- ☐ white bears
- ☐ brown bears

What did Mother want Dick to do?

- ☐ to find a real bear
- ☐ to get a book and read about bears
- ☐ to let her tell him all about bears

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell what words they have written.

What short words would be left if you took **er** off each of these long words? Write them on the lines beside the long words.

cooler_____

nearer_____

younger_____

older_____

louder_____

What words can you make by putting **er** on these short words? Write them on the lines besides the short words.

high_____

soft_____

slow_____

long_____

TO THE TEACHER: Have the children read Section 1 silently and put an X in front of the correct answer to each question. In checking later, have them read the section aloud and tell which answer is correct for each question.

Have the children read Section 2 silently and indicate whether each statement is true or false by crossing out *No* or *Yes*. In checking later, have them read the section aloud and tell whether each statement is true or false.

- 1 -

What does this story tell about?

- ☐ How squirrels live in winter.
- ☐ How bees make honey.
- ☐ How brown bears live in winter.

How does the mother bear keep her babies warm?

- ☐ She covers them with a heavy blanket.
- ☐ She holds them near to her.
- ☐ She makes a fire in the cave.

- 2 -

- | | | |
|--------------------------------------|-----|----|
| Dick lived in a cave all winter. | Yes | No |
| Sometimes bears sleep all winter. | Yes | No |
| Lambs eat brown bears. | Yes | No |
| Bears always stay awake all winter. | Yes | No |
| At first baby bears are very little. | Yes | No |
| Bears like to eat honey. | Yes | No |

TO THE TEACHER: Have the children read Section 1 silently and mark out the incorrect answers. In checking later, have them read the section aloud and tell which answer is correct for each question.

Have the children read Section 2 silently and carry out the directions given there. In checking later, have them read the section aloud and tell what they have written.

- 1 -

When were people planting gardens?
in the winter in the fall in the spring

Who plowed the ground for the children?
Jack Miss Gray Jack's brother

Who raked the ground?
the chickens the teacher the children

How many bunches of radishes did they sell?
twenty two twelve

How many radishes were in a bunch?
two twenty twelve

- 2 -

Find two short words in each long word. Write the short words on the lines beside the long words.

schoolyard _____

sometime _____

anything _____

TO THE TEACHER: Have the children read the page silently and carry out the instructions given here. In checking later, have them read the page aloud and tell what words they have written in each section.

- 1 -

Read the words on the right side of this page. Find the names of two things that helped the garden grow. Write them on these lines.

sun

lettuce

rain

- 2 -

Find the names of three things that the children planted in their garden. Write them on these lines.

radishes

flowers

TO THE TEACHER: Have the children read the page silently and put an X in front of the correct answer to each question. In checking later, have them read the page aloud and tell which answer is correct for each question.

Where did the children make their garden?

___ They made it in a window box.

___ They made it in the corner of the schoolroom.

___ They made it in the corner of the schoolyard.

Who bought the radishes from the children?

___ Nancy's father bought the radishes.

___ Miss Gray bought the radishes.

___ Jack's brother bought the radishes.

How much did the children get for the radishes?

___ They got five cents a bunch.

___ They got a dollar a bunch.

___ They got twelve cents.

What did they buy with their money?

___ They bought a bow and arrow.

___ They bought a picture book.

___ They bought a picture for their schoolroom.

TO THE TEACHER: In Section 1, observing no set order, say all the words in the left-hand column in each box, having the children find each word as you say it. Then have them read silently each word in the left-hand column and draw a line from it to the matching word in the right-hand column. In checking later, have them read the words aloud.

Have them read Section 2 silently and carry out the direction given there. In checking later, have them read the paragraph aloud and tell which sentence does not belong.

- 1 -

quite	quick
quick	quite
guess	grass
grass	guess

worth	whole
which	word
whole	worth
word	which

hard	head
hardly	hard
heard	hardly
head	heard

seem	see
seen	seed
seed	seen
see	seem

- 2 -

Cross out the part that does not belong.

The children talked about what they should buy. Some of them wanted to buy a book. Radishes are worth five cents a bunch. One boy wanted to buy a bow and arrow. At last they decided to buy a picture.

TO THE TEACHER: The purpose of Section 1 is to give the children practice with the correct enunciation of phrases frequently slurred. Say all the phrases in each group to the children, being sure that you give them good speech patterns. Then have them take turns saying the groups of phrases.

The purpose of Section 2 is to give the children practice in correct pronunciation, good articulation, and distinct enunciation, and to promote flexibility of speech organs. Say each sentence to the children, being sure to give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

- 1 -

bow and arrow	would you	at all
snow and ice	tell you	in all his life
run and play	could you	an apple pie
long and white	don't you	eat them all
over and under	will you	for him

- 2 -

Let's look in the leaves for the lost dollar.
Billy laughed at the little lamb.

Mrs. Miller mended Molly's dress.
Micky picked up money for his master.

Next Nancy took a nap.
No one knew that the nest was near.

Peter put the peas in the pot.
The pretty princess had a party at the palace.

TO THE TEACHER: Have the children read Section 1 silently and indicate whether each statement is true or false by crossing out *No* or *Yes*. In checking later, have them read the section aloud and tell whether each statement is true or false.

Have the children read Section 2 silently and put an X in front of the correct answer to each question. In checking later, have them read the section aloud and tell which is the correct answer to each question.

- 1 -

The old man was a shoemaker.	Yes	No
The old man and the old woman were poor.	Yes	No
The old man was very lazy.	Yes	No
The old man worked very hard.	Yes	No

- 2 -

Why was the old man worried?

___ He had too much leather.

___ He had very little leather left.

___ The old woman had gone away.

What did the old woman tell the old man to do?

___ She told him to make some little slippers.

___ She told him to hunt for the elves.

___ She told him to sell his bench.

TO THE TEACHER: Have the children read the page silently and carry out the direction given there. In checking later, have them read each paragraph aloud and tell which sentence does not belong.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Cross out the part that does not belong.

The shoemaker was very happy when he saw the pointed slippers. He wanted his wife to see them, too. He called her into the shop and showed her the beautiful little slippers. The man wanted to sell his donkey.

A woman came into the little shop. She wanted to buy some slippers for her little boy. The children got a good price for their radishes. She liked the little pointed slippers.

(To be used after page 200 of Book Two)

TO THE TEACHER: Have the children read silently each word in the left-hand column and write beside it a word that begins in the same way. Tell them that they will find the words to write, in the list on the right.

hungry_____

donkey_____

laid_____

very_____

buy_____

shoes_____

good_____

think_____

page_____

was_____

wife

thankful

leather

shop

village

hardly

paid

dollar

busy

gate

TO THE TEACHER: Have the children read silently each contraction in Section 1 and write beside it the two words which correspond to it. Tell them that they will find the words to write, in the list on the right. In checking later, have them read the section aloud and tell which words correspond to each contraction.

Have the children read Section 2 silently and put an X in front of the correct answer to each question. In checking later, have them read the section aloud and tell which is the correct answer to each question.

- 1 -

can't _____

isn't _____

don't _____

can not

do not

is not

- 2 -

Why did the old people hide in the closet?

___ They wanted the elves to see them.

___ They wanted to find out who made the shoes.

___ They had no bed to sleep in.

Whom did the shoemaker and his wife see?

___ They saw two elves.

___ They saw two squirrels.

___ They saw two caves.

What was each elf carrying?

___ Each elf was carrying a Christmas tree.

___ Each elf was carrying a light.

___ Each elf was carrying a pointed cap.

TO THE TEACHER: Have the children read the page silently and carry out the instructions given here. In checking later, have them read the page aloud and tell what words they have written.

- 1 -

Read page 204 of the story again and find three things that the shoemaker and his wife made for the elves. Write the names of the things on these lines.

- 2 -

Write the number that tells what time it was when the elves came. _____

Write the number that tells how many elves there were. _____

Write the number that tells how many times the elves danced around the bench. _____

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell which words belong under h and which under sh.

On the lines under **h** write the words that start with h. On the lines under **sh** write the words that start with sh.

hop

shoes

sharp

hold

shut

ho

hard

shed

high

hardly

shell

hat

hide

she

ha

shining

shop

show

hope

shawl

h

sh

TO THE TEACHER: Have the children read silently each question in Section 1 and write the correct answer to it. In checking later, have them read the section aloud and tell which answer is correct for each question.

Have the children read Section 2 silently and mark out the incorrect answers. In checking later, have them read the section aloud and tell which is the correct answer to each question.

– 1 –

the little engine the big engine the old engine

Which engine was sad? _____

Which engine said, “It can’t be done”? _____

Which engine pulled the train to the city? _____

– 2 –

When did this story happen?

in summer in the fall in winter

Who ran to the roundhouse?

the engine the engineer Father

What sound did the engine make?

pitter patter peep peep choo choo

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell what words they have written.

What words would be left if you took **est** off these long words? Write them on the lines beside the long words.

longest _____

highest _____

hardest _____

slowest _____

oldest _____

What words can you make by putting **est** on these short words? Write them on the lines beside the short words.

fast _____

quick _____

young _____

TO THE TEACHER: The purpose of Section 1 is to give the children practice in varying their tone, volume, and tempo to suit the ideas which they are saying or reading. Have them read each sentence, and, by appropriate questions and suggestions, encourage them to interpret the mood expressed in it.

The purpose of Section 2 is to give the children practice in correct pronunciation, good articulation, and distinct enunciation, and to promote flexibility of speech organs. Say each sentence to the children, being sure to give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

- 1 -

"It can't - be done! It can't - be done!" said the old engine.

"I thought - I could! I thought - I could! I thought I could!" sang the happy little engine.

"This is all the leather we have left," said the old man sadly.

"How beautiful they are!" said the woman when she saw the tiny pointed slippers.

Ha ha and ho ho,
We laugh and we play;
With shoes on our feet
We go dancing away.

- 2 -

Quickly the clown put on some queer clothes.
They quarreled for quite a while.

Ruth ran around the room.
The royal doctors ate red radishes.

TO THE TEACHER: Have the children read Section 1 silently and carry out the direction given there. In checking later, have them read the paragraph aloud and tell which sentence does not belong. Have them read silently each word on the left in Section 2, and write beside it a word which is opposite in meaning. Tell them that they will find the words to write, in the list on the right. In checking later, have them read all the words aloud, telling which ones are opposite in meaning.

- 1 -

Cross out the part that does not belong.

The old man and his wife were very poor. They had no land now and no money. A train brings many things to the city. They had nothing left but one goat.

- 2 -

rich_____

happy_____

little_____

old_____

hot_____

first_____

fast_____

soft_____

big

slow

cold

last

poor

young

sad

hard

TO THE TEACHER: Have the children read all the words silently and draw a line from each to the picture which it names. In checking later, have them read the words aloud and tell which picture each names.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.



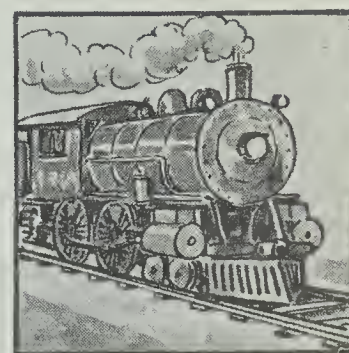
kettle

kitten



engine

elves



dollar

doll



slippers

squirrel



TO THE TEACHER: Have the children read Section 1 silently and indicate whether each statement is true or false by crossing out *No* or *Yes*. In checking later, have them read the section aloud and tell whether each statement is true or false.

Have the children read silently the first word in each line in Section 2 and in the same line have them find another word or phrase that has the same, or almost the same, meaning. Have them put a ring around the word or phrase that does not belong. In checking later, have them read the words and phrase aloud and tell which ones mean the same thing.

- 1 -

The old man started to the village.	Yes	No
The wonderful kettle was silver.	Yes	No
The wonderful kettle was made of brass.	Yes	No
The old man agreed to take the kettle.	Yes	No
The wonderful goat began to sing.	Yes	No
The old man showed his wife the kettle.	Yes	No
She was disappointed when she saw it.	Yes	No
The wonderful kettle could sing.	Yes	No

- 2 -

afraid	awake	frightened
bright	shining	broken
busy	lazy	at work
till	under	until
alone	by yourself	together
before	in front of	behind

TO THE TEACHER: Have the children read the page silently and carry out the directions given there. In checking later, have them read the page aloud, telling which words rhyme.

Beside each word on the left side of the page, write a word that rhymes with it. Pick the words that you write from the words on the right side of the page.

grass_____

told_____

will_____

tub_____

which_____

met_____

light_____

wave_____

wide_____

sing_____

slip_____

went_____

bring

brass

nip

till

cent

bright

hide

rich

set

hold

cave

rub

TO THE TEACHER: Have the children read the page silently and follow the directions given there. In checking later, have them read the page aloud and indicate whether each phrase tells *when* or *where*.

On the lines under **Where** write the words that tell where. On the lines under **When** write the words that tell when.

on the floor
at that very minute
in the kettle
in the winter

in the kitchen
on Christmas day
the next morning
on the table

Where

When

TO THE TEACHER: Have the children read Section 1 silently and carry out the directions given there. In checking later, have them read the section aloud and tell which things happened in the story.

Have them read each word on the left in Section 2 and draw a line from it to the words on the right which mean the same thing. In checking later, have them read the section aloud and tell which words correspond to each contraction.

- 1 -

Put an **X** in front of the things that happened in the story.

___The old woman washed the kettle.

___Everything the old woman touched turned to brass.

___The kettle began to sing.

___The rich woman was making dumplings.

___The kettle took the dumplings to the poor man's house.

___The old people ate the dumplings.

- 2 -

won't	do not
don't	will not
I'll	I am
I'm	I will

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell what words they have written.

- 1 -

Here is a song that the kettle sang.
But two words have been left out.
Read the song and put in the words
that have been left out.

I hop, I hop,

And I won't _____,

Till you have wheat

Of your own to _____.

- 2 -

Find a little word in each of these
big words. Write the little word be-
side the big word.

filled _____

touched _____

washed _____

wondered _____

TO THE TEACHER: Have the children read the page silently and carry out the direction given there. In checking later, have them read each paragraph aloud and tell which sentence does not belong.

Cross out the part that does not belong.

The rich man put the money into the little brass kettle. He had bags and bags full of shining yellow gold. The wall was so high that the pig could not reach over it. But the kettle was so wonderful that it held all the gold the rich man had.

Before the rich man could stop it, the wonderful kettle gave a big jump. Out of the window it went. The dumplings were sweet and good. With another jump, the kettle was in the road. Then bump, bump, bump it went carrying the gold to the poor man's house.

"Come quickly," cried the old man when he saw the kettle filled with gold. "Come and see our wonderful kettle. The engine pulled the train to the city. It is full of shining gold. How thankful we should be for the good luck the kettle has brought us."

To THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell what words they have written.

- 1 -

Make other words by putting **ly** on each of these words. Write your words on these lines.

sharp_____

quick_____

soft_____

slow_____

loud_____

careful_____

- 2 -

What words would you have left if you took **ful** off these long words? Write them on the lines beside the long words.

wonderful_____

thankful_____

TO THE TEACHER: Have the children read silently each incomplete sentence and mark out the incorrect endings. In checking later, have them read the page aloud and tell which ending is correct for each sentence.

In all lessons in which children read aloud or talk, see that they pronounce their words accurately and clearly, and encourage them to use pleasant voices. Speech habits in children of this grade level result largely from imitation. Therefore, be sure that you give the children good patterns of pronunciation, enunciation, and articulation, and that your voice quality is pleasant.

Lucky Look is

an elf.

a fairy.

a wolf.

On his cap Lucky has

a morning glory.

a four-leaf clover.

a buttercup.

Lucky Look ran errands for

the fairy king.

the sandman.

the fairy queen.

The fairy queen wanted

a freckle.

an umbrella.

a wee lamb.

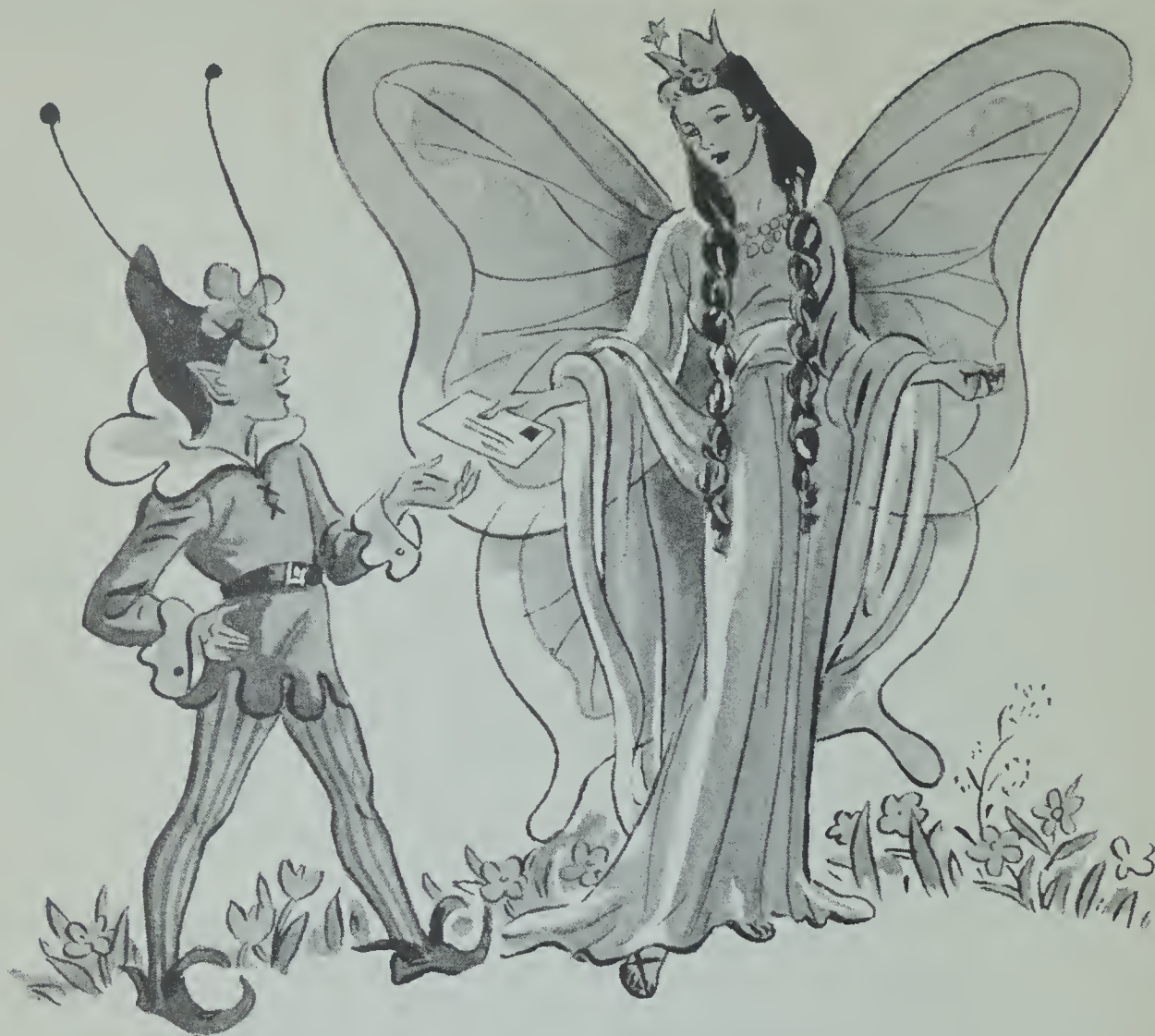
The buttercups and daisies had

a party.

a dollar.

a quarrel.

TO THE TEACHER: Have the children read the page silently and carry out the instructions given there. In checking later, have them read the page aloud and tell which words name something that they see in the picture.



Look at the picture and read the words under it. Put an **X** in front of the words that name something you see in the picture.

- | | |
|---|---|
| <input type="checkbox"/> an elf | <input type="checkbox"/> an umbrella |
| <input type="checkbox"/> fairy queen | <input type="checkbox"/> a long dress |
| <input type="checkbox"/> sandman | <input type="checkbox"/> Lucky Look |
| <input type="checkbox"/> long hair | <input type="checkbox"/> a letter |
| <input type="checkbox"/> pointed slippers | <input type="checkbox"/> four-leaf clover |
| <input type="checkbox"/> a pot of gold | <input type="checkbox"/> apple dumplings |

TO THE TEACHER: Have the children read Section 1 silently and carry out the instructions given there. In checking later, have them read the section aloud and tell what little words they have found in each big word.

Have the children read silently each incomplete sentence in Section 2 and mark out the incorrect endings. In checking later, have them read the section aloud and tell which ending is correct for each sentence.

- 1 -

Find two little words in each of the big words. Write the two little words on the lines beside the big word.

moonlight_____

buttercup_____

sandman_____

shoemaker_____

- 2 -

Most of the morning glories had folded up and gone
to school. to sleep. home.

Lucky Look found one morning glory that was
awake. away. afraid.

The little morning glory thought she had been
driving. drawing. dreaming.

The morning glory had
no stem. a long stem. a short stem.

The moon went under
a clown. a clover. a cloud.

TO THE TEACHER: Have the children read silently each incomplete sentence in Section 1 and put an X in front of the correct ending for it. In checking later, have them read the section aloud and tell which ending is correct for each sentence.

In Section 2 have the children read silently each word in the left-hand column in each box and draw a line from it to the word in the right-hand column which is opposite in meaning. In checking later, have them read the section aloud and tell which words are opposites.

- 1 -

Nothing could grow because
___the ground was too dry.
___the ground was too wet.
___it rained all the time.

When the famine was in the land,
___everyone had too much to eat.
___the people and animals were hungry.
___everyone was rich and happy.

When the little boy started out,
___he carried with him a tin dipper.
___he hoped to find a pot of gold.
___he was singing a happy song.

- 2 -

more	near
far	less
wet	dry

sick	happy
long	well
sad	short

TO THE TEACHER: Have the children read silently each incomplete sentence in Section 1 and mark out the incorrect endings. In checking later, have them read the section aloud and tell which ending is correct for each sentence.

Have the children read silently each word on the left in Section 2 and beside it write a word which rhymes with it. Tell them that they will find the words they are to write, in the list on the right. In checking later, have them read the section aloud and tell which words rhyme.

- 1 -

The little boy was

selfish.

kind.

greedy.

His mother was

sick.

rich.

old.

The stranger was

jolly.

thirsty.

lazy.

- 2 -

tried_____

see_____

slipper_____

guess_____

in_____

died

wee

tin

less

dipper

TO THE TEACHER: The purpose of this page is to give the children practice in accurate pronunciation, good articulation, and distinct enunciation, and to promote flexibility of the speech organs. Read each sentence to the children, being sure that you give them good speech patterns. Then have them take turns saying the sentences. You may wish to return to this page from time to time for further practice.

Soon the sun began to shine.

She saw six silver slippers.

Soon Strawberry saw Little Star.

Tommy told the teacher about the tent.

Twenty turtles tried to find the tree.

Take the towels to the twins.

She visited the village in the valley.

Very soon they arrived at the cave.

The voices of the elves were very jolly.

You may wear your yellow dress.

You were playing in your yard.

Yes, you must wait a year.

We went wading in the water.

The wolf was walking through the woods.

The Indian woman worked near the wigwam.

Moses rubbed his nose against the gate.

The lazy rabbit sneezed and made a noise.

He is pleased with his surprise.

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